DOCUMENT RESUME

ED 316 723 CE 054 381

AUTHOR Jennings, James; Moore, William Joseph
TITLE Vocational Education in Massachusetts and the Future of Young Minority Citizens.
SPONS AGENCY Massachusetts State Dept. of Education, Boston.
PUB DATE Nov 88
NOTE 56p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Access to Education; *Accountability; Black Youth; Career Guidance; Educational Quality; Hispanic Americans; *Linking Agents; *Minority Groups; *School Community Relationship; Student Recruitment; Unions; *Vocational Education; Vocational Schools
IDENTIFIERS *Massachusetts

ABSTRACT

A project was developed to identify issues affecting the relationships between minority communities and vocational schools in Massachusetts. Meetings with members of the project's advisory committee and three 1-day conferences involving more than 300 persons and organizations were organized. Five major categories of issues were identified: access, information, networking, accountability and quality, and pedagogy. General recommendations and five specific action strategies were identified. The action strategies included surveying Black elected officials in Boston, planning and implementing a regional conference of minority vocational education personnel, developing a "mobile" career training workshop for executives and personnel working with clients in community-based organizations in Black and Latino communities, offering a workshop to inform Boston public school counselors of opportunities for minorities in vocational education programs, and developing a proposal for a television program focusing on the minority experience in vocational education. The project staff reported that if some of the strategies and recommendations are adopted and implemented effectively, there may be a significant increase in the acknowledgment of the importance of vocational education in Black and Latino communities, as well as an increase in the number of minority youth expressing some interest in vocational education, leading to a closer look by minority educators and civic leaders at the quality of education being offered in vocational education schools and programs. It was pointed out that the union community wants to cooperate with minority leaders and parents in regard to vocational education. (CML)

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VOCATIONAL EDUCATION IN MASSACHUSETTS AND THE FUTURE OF YOUNG MINORITY CITIZENS

A Report Submitted to the
Massachusetts State Department of Education
by
James Jennings and William Joseph Moore
November 1988

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Introduction

This Report represents the observations and proceedings of a project funded by the State Department of Education of Massachusetts for the period August 1, 1987 to June 30, 1988. The project was managed by Dr. James Jennings of the University of Massachusetts at Boston who is the former Dean of the College of Public and Community Service, and currently Associate Professor of Political Science and Senior Fellow at the William Monroe Trotter Institute, and by Mr. William Joseph Moore of the Department of Human Services in Washington D.C., and Research Associate at the Philosophy and Education Research Center, Harvard University. The William Monroe Trotter Institute also contributed staff to this Project.

Other project personnel included: Ms. Jeannie Burnette who assisted with planning activities associated with this project; Mr. Peter Hardie and Ms. Lora Routs who assisted with administrative, clerical and program logistical tasks. The William Monroe Trotter Institute also made an important contribution to the project by making available Ms. Benita Rheddick, Administrative Assistant to Dr. James Jennings. The project utilized several consultants for various tasks, including Ms. Barbara Beach(BJ Enterprises), Ms. Mary Francis Mitchner(Education Director of the Greater Boston Chamber of Commerce), Ms. Patricia Weems Carrington(Director of Planning, Boston Housing Authority), and Mr. Gus Newport(Former Mayor, City of Berkeley, California).

The idea for this project emerged from several informal meetings of educators and civic leaders with Dr. David Cronin, Associate Commissioner for Vocational Education and Dr. Frank Llamas, Director of the Bureau of Education, Training and Employment, State Department of Education. What brought these persons together was a growing concern with the problem of high school drop outs in Black and Latino

communities, as well as the continuing problem of youth unemployment in these communities. Many of the participants in these informal meetings felt that strategies responding to the educational and employment problems of Black and Latino youth must encompass at least three critical components:

1) match between demography and the economic needs of the Commonwealth,

2) pedagogical innovation and creativity at the secondary school level, and

3) increased public awareness about the complexity of related social and economic problems, but also awareness regarding the potential for meaningful public policy and action.

Those responsible for the planning of this Project felt that vocational education could possibly be a public policy 'glue' which could tie together the components of an effective strategy.

This Report will first present an overview of the goals and specific purposes of this study, and also describe how this project was organized and implemented. The second part of the Report lists in five general categories the issues identified as relevant to the topic of a minority presence in vocational education schools and programs, and also issues germane to the idea that vocational education could be an important pedagogical and employment preparatory tool in minority communities. The project staff attempted to capture in a concise way the major points raised in discussion regarding specific issues. The final part of the Report offers several recommendations which have emerged from the series of meetings and discussions.

Project Objectives and Methodology

The purpose of this Project was to plan and sponsor a series of meetings and conferences with the general goal of investigating the concerns of representatives of community-based agencies, vocational education personnel, union and civic leaders regarding relationships between minority communities and the vocational education schools in some parts of the state.

The broad goals of this Project were as follows:

1) to provide various public forums for minority leaders and parents to explore the potential of vocational education in Massachusetts as an employment preparatory and education tool in responding to minority youth unemployment and drop-out rates;

2) to discuss the various concerns and issues identified by the Advisory Committee and others, which may prevent educators and parents in Black and Latino communities from either accepting, or feeling comfortable with the notion that vocational education could have a major impact on the economic and educational development of these communities; and also to raise with representatives of vocational education programs and apprenticeship programs the concerns of minority leaders and parents;

3) to assist the State Department of Education, and vocational education schools, to explore community and institutional-based strategies for increasing the presence of minorities in vocational education programs and schools;

4) to strengthen a network of minority administrators, counselors, and teachers and educators in the area of vocational education in Massachusetts.

It should be emphasized that this Project was not an

evaluation of vocational education programs as they currently operate; it did not involve any testing, in other words, of what seems to work or not work as far as the administration, teaching, counseling, or operation of vocational education programs or schools. There is a vast literature, both at the state and national levels, which focuses on the evaluation of vocational education; the project team intentionally stayed away from defining or implementing the goals and objectives of this effort in any way that would suggest an evaluation. It should also be emphasized that our findings are based on the discussions and insights of a wide array of persons directly or indirectly involved with vocational education.

More than three hundred persons and organizations directly and indirectly involved with vocational education participated actively in the formal and informal meetings sponsored by the Project, and many others were kept informed through correspondence summarizing the major points of the various meetings held. The methodology of this Project was closer to the 'focus groups' utilized in some studies and by journalists, rather than on any kind of structured survey. Specifically, the series of meetings sought to sponsor discussion which would at least begin to focus on efforts which would assist to attract and recruit young minority students into vocational education programs, as well as place minority youngsters into the jobs which would be available as a result of the construction boom in some Massachusetts towns

and cities, but particularly, Boston.

This Project had two other major but more specific objectives, the first of which was the development of a network of individuals and agencies directly and indirectly interested in the role of vocational education and minority youth unemployment. A second objective was to survey the concerns of Black and Latino leaders regarding how vocational educational programs are servicing minority communities and whether the needs of these communities are being responded to satisfactorily. Part of this objective was also to solicit feedback from minority leaders about how vocational education could be made more attractive to minority youth and parents.

In order to meet these objectives the Project Director and Research Associate planned several activities, including the appointment of an Advisory Committee and a series of meetings and conferences in three different cities of Massachusetts. Various vocational education personnel at the state and local level were interviewed in preparation for these meetings; additionally, the Project Team visited several vocational education programs throughout the state. Research literature on vocational education was surveyed, as was the available and germane public agency literature.

The project team also prepared a folder which included all articles published on vocational education in the

Boston Globe between 1980 and 1987; this was a useful reference tool to prepare participants for the various meetings which they would be attending throughout the year. Current information about vocational education legislation at the state and federal level was also shared with participants.

The Advisory Committee was appointed with consultation and approval of the State Department of Education. The initiative of selecting members, however, was left completely to the Project's reseach team. In fact, the State Department of Education was most cooperative, and sensitive to the importance of an independent effort on the part of the Project Director and team.

The composition of the Advisory Committee reflected a broad membership; it was not confined to representatives who are primarily involved in vocational education. Since it was not the purpose of this Advisory Committee to give merely the points of view of vocational education personnel, this Committee also included people who were only indirectly involved with vocational education. But all the members of the Advisory Committee had some--albeit indirect--association with vocational education, or with areas that are directly affected by vocational education and its consequences in education and employment. The Advisory Committee included representatives of labor, business, education, public

housing, human services, higher education, elected officals, and vocational education personnel.

The members of the Advisory Committee included:

Doris Bunte	Administrator of Boston Housing Authority
Judy Burnette	Strategic Planning Project, Southwest Corridor
Nancy Caruso	Cooperative Education, Northeastern University
Nelson Colon	Director, Hispanic Office of Planning and Evaluation
William Fletcher	District 65, United Auto Workers
Hereberto Flores	New England Farm Workers Council
James Fraser	University of Massachusetts at Boston
Luis Fuentes	University of Massachusetts at Amherst
Louis Gleason	Supt., Greater Lawrence Vocational Technical School
Jim Green	State Council on Vocational Education
Willet Johnson	English Teacher, Springfield Central High School
Raymond Jordan	State Representative, Springfield, Massachusetts
Yvonne King	Women's Educational Industrial Union
Jean McGuire	School Committee Member-at-Large, Boston, and Director of the Metco Program
Modesto Maldonado	Bilingual Vocational Coordinator, Greater Lawrence Vocational Technical School
Edwin Melendez	Massachusetts Institute of Technology
Mary Francis Mitchner	Greater Boston Chamber of Commerce
Millie Rivas	Jose Gandara Mental Health Center
Charles Souris	University of Massachusetts at Boston
Chuck Turner	Center for Community Action, Inc.

All of these individuals have had direct or indirect experience with vocational education in Massachusetts, and are familiar with the concerns, and issues facing minority communities regarding vocational education.

In addition to three one-day conferences in Boston, Lawrence and Springfield, several meetings were held with members of the Advisory Committee as well as others concerned with the

enhancing of vocational education opportunities in minority communities. The three conferences brought together for a series of broad and specific discussions representatives of labor, vocational education schools, community based agencies, public and higher education, governmental representatives, elected officials and the private sector.

The individuals attending these meetings, providing input, and participating in various facets of this Project reported the following organizational affiliations:

Women's Technical Institute
ADAPT, Inc.
University of Massachusetts at Boston
Natl. Assoc. for the Advancement of Blacks in Voc. Educ.
University of Massachusetts at Amherst
Action for Boston Community Development
Board of Regents
Boston Employment Commission
Black Educator's Alliance of Massachusetts
Lawrence School Committee
Greater Roxbury Neighborhood Authority
Boston Private Industry Council
State Board of Education
Hubert Humphrey Occupational Resource Center
Madison Park High School
Springfield Central high School
Greater Boston Regional Education Center
Franklin Institute
Dennison House
Boston City Hospital
Office of President, Roxbury Community College
Office of President, Springfield Technical Community College
Office of President, Quincy Junior College
Springfield Central High School
Springfield Technical Community College
Greater Springfield Regional Education Center
Greater Boston Chamber of Commerce
Roxbury-North Dorchester Area Planning Council
Natl. Assoc. Advancement of Colored People/Boston
Mayor's Office of Jobs and Community Services, Boston
Mayor's Policy Office, Boston

Committee to Implement the Boston Jobs Ordinance
Office of State Representative Saundra Graham
Office of State Representative Raymond Jordan
Office of State Representative Shirley Owens-Hicks
Office of State Senator Richard Kraus
Office of the Mayor, Boston
Contractor's Association of Boston
Board of Education, Washington D.C.
State Office of Vocational Education, Baltimore, Maryland
Design Housing
Mission Hill Extension Tenants
Massachusetts Office of Probation
SEIU Local 285
Office of the President, University of Massachusetts
Sheet Metal Workers
Global Village Associates, Inc.
Boston Building Trades Council
Jobs for Youth
Greater Roxbury Development Corporation
Boston School Committee
METCO
Massachusetts Department of Youth Services
Pathfinder Vocational Technical School
Boston Employment Resource Center
Boston Housing Authority
Strategic Planning Project, Southwest Corridor
New England Farm Workers Council
Labor Studies Program, Univ. of Massachusetts at Boston
Executive Office of Human Services
Center for Community Action
Boston Private Industry Council
Institute of Learning and Teaching, Univ. of Mass. at Boston
Northeastern University, Office of Continuing Educ.
Northeastern University, Center for Labor Market Studies
Hispanic Office of Planning and Evaluation
Urban Studies and Planning, Mass. Institute of Technology
Massachusetts Association of Vocational Administrators
Office, Commisssioner of Education
Putnam Vocational Technical High School
Roxbury Comprehensive Community Services Center
Wentworth Institute
Jose Gandara Mental Health Center
United South End Settlement House
William Monroe Trotter Institute
Massachusetts Black Legislative Caucus
Women's Educational Industrial Union
Black Educators Alliance of Massachusetts
Federation of Black Agency Directors
Alianza Hispana
Department of Public Welfare, Employment and Training

FINDINGS

There were several important issues identified at meetings with members of the Advisory Committee, and other interested individuals as well as at the three one day conferences. These issues are all relevant to enhancing the presence of minorities in vocational education programs. The following part of this Report summarizes and provides a brief overview of the major points raised.

The issues that were raised in this series of meetings could be separated into the following general categories: **ACCESS**, **INFORMATION**, **NETWORKING**, **ACCOUNTABILITY** and **QUALITY**, and **PEDAGOGY**. The concerns and recommendations suggested by the participants reflected one or all of these areas.

ACCESS

Many participants were concerned about the level of accessibility available to minority populations to enter vocational education. This included concern about Blacks, Latinos, and Asian-descent people. Some discussion focused on the barriers that are perceived to exist between potential minority students and top-notch vocational education schools across Massachusetts. Potential barriers included inadequate information about vocational education opportunities; lack of encouragement on the part of guidance counselors, and teaching staffs without Black or Latino role-models. There was much concern expressed regarding signs that minority youth are not taking full advantage of the vocational education opportunities available in Boston. A general perception held by many participants was that vocational education schools outside of Boston seem to have better facilities and more resources. This perception was generated by the visits that several participants made to vocational education schools outside Boston. Places outside this city, such as Lawrence and Springfield seem to be making much better progress in attracting Black and Latino youngsters into vocational education. Some participants--and several

legislators-observed that the vocational education schools outside Boston seem to be better maintained; they appeared to be more 'exciting' and conducive to 'turning kids on to learning.' This raised questions regarding the statewide distribution of resources under vocational education. Data was shared and discussed which showed that the per pupil allocation of dollars for vocational education was much higher for Boston's Hubert H. Humphrey Center, than any other regional vocational education school in Massachusetts.

As a result of frustration regarding the Hubert H. Humphrey Center's perceived inability to make vocational education 'work', as one person stated, a question continually raised involved the possibility of Boston's minority youngsters being able to participate in vocational education programs outside of this City. Some people suggested the approach currently utilized by the METCO program in order to enhance vocational education opportunities for minority youngsters in Boston. Others felt, however, that this would not be feasible in terms of the resources or commitment to meet the costs of such an approach. And others argued that busing minority youngsters outside of Boston to vocational education programs represented a sort of 'cop-out' and would also lessen pressure on the Boston school system to provide better quality of vocational education programs.

Concern also included an apparent underutilization of

vocational education opportunities by underserved, and older sectors in minority communities. Given the proportion of Blacks and Latinos in Boston, this seems to be an acute problem in this city with negative economic and social implications.

A few reports, and much anecdotal information, point to a problem of matching minority populations with the vocational education opportunities available in Boston. Expressed as a major concern was the apparent drop in enrollment at the Hubert Humphrey Occupational Resource Center at a time when the city is realizing an explosion of job opportunities in the construction trades. Several reasons were suggested for this including parental attitudes discouraging minority youngsters from even thinking of the possibility of vocational education; many participants felt that this may be the case due to a perceived problem on the part of minority parents and educators with regard to the quality of vocational education opportunities available at this Institution. It was pointed out that in many ways vocational education in Boston was utilized as a dumping ground for minority students and that this encouraged a bias against vocational education on the part of minority parents. But apparently these attitudes are not based on an elitist conception of education; rather they are based on the absence of evidence showing that vocational education in Boston is effective for minority students.

This means that the bias of minority parents are not a cause of low minority enrollment in vocational education, but instead a sympton of perceived low quality and low-priority education. This may suggest that the problem of negative minority attittudes is not as critical an issue as is assumed by some in this area. The quality of vocational education programs is the critical factor considered by minority parents and youth in deciding whether or not to participate in vocational education. As a matter of fact, during the discussions of the Project, seven current and former Black elected officials strongly endorsed the expansion of vocational education opportunities in minority communities if it reflected quality and preparation for available decent-paying jobs in the economy. The only caveat offered by many minority participants was that quality vocational education should not be the only available channel for economic mobility for minority youth.

Several discussants pointed out that some unions have expressed dissatisfaction with the quality of training of students at the Hubert Humphrey Occupational Resource Center. In fact, several union representatives have publicly criticized the quality of education and training available at this school. Other commentary focused on a charge of lack of support for quality vocational education on the part of the leadership in Boston. Whether or not justified by actual

data, major disappointment was expressed at the perceived inability of the Hubert Humphrey Occupational Resource Center to achieve its potential for having a positive educational and economic impact on the Black and Latino communities and the City of Boston. Frustration was expressed by particpants at the lack of attention paid to the potential of vocational education in Boston; at other times, anger was expressed in some meetings and interviews regarding a perceived recalcitrance on the part of individuals responsible for administering the Hubert H. Humphrey Occupational Resource Center.

Another commentary proposed that the Hubert H. Humphrey Occupational Resource Center is 'out of touch' with the surrounding community and the developing business sector in this area and perhaps it is operating in isolation from the concerns and needs of groups which could become a constituency for the school. This educational facility should be operating in ways which allow it to make an impact on the immediate area. Adult evening programs should be targeted for residents in the immediate neighborhood; it was contended that many persons who use this facility in the evening hours may not even be Boston residents.

The recruitment of vocational education teachers was another major concern raised in relation to the general topic of access. Despite attempts on the state level to

'professionalize' the recruitment of vocational education teachers, this still remains an 'old-boy' network process. This prevents the recruitment of Black and Latino teachers; this would be important not only for minority students, but white students as well. The recruitment of minority teachers into vocational education schools should receive much more attention than it has at this point by the educational community.

There was some agreement that although Boston is struggling with complicated issues in the area of vocational education, and that in some ways this City is unique regarding vocational education, other cities and towns in Massachusetts will also have to deal with similar problems and issues. The problems may be more pressing and intense in Boston, and thus generate more attention and focus here, but this does not mean necessarily that other places have responded adequately and satisfactorily to questions of access for communities of color with increasing populations.

A major, and continuing discussion under access involved the apprenticeship programs managed jointly by employers and unions in Massachusetts. Concern was expressed regarding what is perceived to be resistance to the presence of Blacks, Latinos and Asians in some of the unions. The low number and proportion of minorities in these apprenticeship programs was continually pointed to as evidence of this resistance.

Various persons and union officials rejected this as invalid; they pointed out that this perceived resistance was only that, a perception and did not reflect the sincerity of union efforts to recruit people of color. This discussion, which at times seemed to be more a debate, produced certain realizations. One is that there may be an important 'common ground' between unions and minority communities which until now could not be described as having a 'good' record--despite intentions--on affirmative action and presence of minority populations. There was general agreement that the current labor context in Massachusetts, and the demography of this region may represent a golden opportunity for unions and minority communities to work closely together on these issues. The other realization which emerged from this discussion is that representatives of minority communities, and educators may be able to assist unions who are sincere in recruiting minorities, but may have not been successful with their efforts. Educators and others in Black and Latino communities may be able to make useful technical and programmatic suggestions to those union officials and employers interested in recruiting effectively people of color.

Another area of concern raised by several people was the relative lack of attention regarding the importance of vocational education for minority population groups other than young people in secondary schools. There may be many

youth incarcerated who should be introduced to quality vocational education opportunities; this would not only be an effective rehabilitative resource, but would represent enormous gain for the communities where these youth return to live and work. It was pointed out that high school drop-outs should have opportunities in vocational education if they are not able to persist, survive, or be successful in the more traditional curriculum of public secondary schools.

Ancillary services for various populations in Black and Latino communities are necessary in order to make vocational education accessible. This might include planning for day care services and facilities in the expansion of vocational education opportunities for minority populations.

People were generally supportive of the suggestion that if vocational education is to be expanded the target populations should include women of color, incarcerated individuals, high school dropouts and adult learners. But a germane complaint heard througout the discussions and meetings was that some of these target groups do not have an adequate level of basic academic skills; it was agreed that this problem should be confronted and tied into vocational education opportunities. The linkage between literacy, basic academic skills programs and vocational education opportunities are weak; this should not be the case. A few comments suggested that opportunities for these sectors to pursue vocational education should be

expanded with special efforts and programs.

Explored briefly was the possibility of providing vocational education opportunities directly to residents of the various public housing authorities in Massachusetts. It was felt that this would represent a direct way of assisting in the employment of a group which tends to have higher unemployment rates than others. Part of this particular discussion also touched upon the role that unions could perform in helping to alleviate unemployment for public housing residents, at the same time that unions, thereby, would be assisting in the revitalization of a community.

There were two major issues raised under access which involved community colleges. One was the importance of community colleges in providing vocational education opportunities to a broad array of citizens. And the other was the role that community colleges should be performing in articulating the importance of vocational and technical education to other institutions of higher education. Some people felt that too many educators at four year institutions were not aware of the preparation received by students in some vocational education programs, and in too many instances, educational leaders approach vocational education not being as important as more 'academic' programs.

INFORMATION

There were several major concerns and suggestions under information about vocational education. Some participants expressed that career opportunities representing decent living wages were not being highlighted in many schools. There was major concern that this kind of information is generally not available in public schools. Perhaps the recruitment of minority youngsters into vocational education programs could be improved if public school teachers and guidance counselors were more familiar with vocational education opportunities in various career areas. Many guidance counselors may not be aware of the importance of vocational education today, and in the near future.

There is much concern regarding the messages that public school teachers may be giving to high schoolers regarding vocational education; one respondent pointed out that her child, upon expressing some interest in vocational education training, was reprimanded by his counselor, 'make up your mind, you're either going to work with your head or your hands.' Teachers and guidance counselors, as well as

administrators in public schools may be reflecting an unfounded elitist attitude towards vocational education; but teachers must be better prepared with accurate information about vocational education programs and opportunities as part of any effort to enhance the presence of Black and Latino youth in vocational education programs. A need identified in these discussions was for a **comprehensive** orientation to vocational education on the part of teachers and counselors--not merely more career workshops or assessment activities. This idea was supported by many of the participants.

As mentioned earlier in this Report, there is great concern regarding the 'stereotyping' of vocational education in Black communities. There exists a perception among too many individuals in these communities that vocational educational programs and schools are merely 'dumping grounds' for students with learning or discipline problems. In Boston such stereotyping is encouraged, in effect, by the division between a Boston 'Technical' school requiring an exam for admission, and a vocational education high school such as the Hubert H. Humphrey Center. In most other places, the term 'technical' is part of the description of vocational education. It was acknowledged that much of this stereotyping is the fault of faculty in higher education, who without understanding the pedagogy of vocational education, have dismissed it as not as important as 'traditional' education. In addition to the problem of perceived quality

discussed earlier this stereotyping is also encouraged because there are relatively few places where Black students and Black parents can obtain accurate information about vocational education. Although several participants pointed out that this is an impression which may be 'historically deserved', most agreed that getting accurate information and facts about vocational educational opportunities, and its pedagogy, would be very important in enhancing the presence of minorities in vocational education. There does not seem to be enough mechanisms to provide information about opportunities in an 'outreach' format. That is, the information is available at schools, and other places, but unless parents and youth specifically know about how and where to get this kind of information it generally will not be made available to them.

Several participants noted that there was not enough information about the presence of Latino and Asian-descent youth in vocational education. It was suggested that obtaining information about the experiences of these two groups in particular, and the attitudes that might be prevalent in these two communities is very important. It was also felt by some particpants that better information and analysis about the ways in which minority youngsters actually make career decisions would be an important tool in developing outreach activities.

A few speakers and discussants felt that if the innovative nature of the pedagogy of vocational education is made known to Black leaders and parents, then there would be greater interest expressed in vocational education. These pedagogical innovations, and creative ways of teaching in vocational education, may be an effective tool in motivating learning and the thirst for knowledge among those students who have been 'turned off' by the traditional approaches in public schools. A creative and comprehensive informational campaign, not confined by usual bureaucratic activities on the part of vocational education schools, may be an important way of both challenging stereotyping about vocational education, and responding effectively to the underutilization of vocational education facilities and programs by Black and Latino students.

Better information about the potential of vocational education for decent-wage paying careers would also help with the problem of sexual segregation in vocational education. Not enough Black and Hispanic women are aware of the opportunities available to them as a result of vocational education. There seems to be a sense that certain vocational education programs are only for young men; this is erroneous, of course. Accurate information about opportunities should be targeted in ways which would be effective in reaching young women, and Black and Latino parents.
Another problem in this area is the perception that

vocational education at the secondary school level is contradictory with the pursuit of a college degree. Experts around the country take issue with this notion; research is suggesting that vocational education programs may be more academically rigorous in some ways, than more traditional college-preparatory curricula.

NETWORKING

It was clear that an overwhelming majority of the participants felt that if the various obstacles to an increased presence of Blacks and Latinos in vocational education were to be overcome then a strong coalition of educators--parents, and other concerned citizens would need to be developed. The three major speakers with experience with vocational education programs which have served people of color successfully all emphasized this point. In fact, this was a major theme of the presentation of the Deputy Superintendent for Vocational Educational Programs from the State of Maryland, Dr. Addison Hobbs. The former mayor of Berkley, California, Gus Newport, also reiterated this theme strongly based on his experiences with vocational education and minorities in that city, as well as in Rochester, New York, and in Puerto Rico.

The President of the National Association for the Advancement of Blacks in Vocational Education, Dr. Ethel O. Washington expressed major concern about this not only to project staff, but also to the Governor of Massachusetts, as well. She urged the building of systematic communications and networking among Black vocational education personnel within

the state, but also of such activities with Black vocational education personnel in other parts of the country. It was pointed out by some that the forums sponsored by this Project probably represented the first time in recent Massachusetts history that interested parties as well as minority educators and leaders were brought together specifically to discuss comprehensively how a Black and Latino presence in vocational education might be enhanced.

The networking should also involve Black elected officials. This sector was perceived as especially significant, if it chose to exercise collective leadership in this area. Networking should bring closer together Black elected officials and Black and Latino vocational education professionals. But many also pointed out that the networking should be broad; since there is so much overlap in the issues facing vocational education personnel and teachers and educators in non-vocational education settings, networking activities should bring these sectors together, rather than proceeding in a way which would reflect separating vocational education from other educational issues facing Black and Latino peoples. Many participants expressed the opinion that unless there is an increase in the level and quality of networking and coalition-building of individuals and groups interested in vocational education, issues such as access and accountability will not be resolved in favor of the interests of Black and Latino youth. This is not necessarily an

indictment against the vocational education schools, unions or government; it is a realization that in the competition for state resources, and the particular utilization of such resources, those groups who can be heard will have an advantage over those groups who are not heard.

A few persons expressed the opinion that only if the Black and Latino leadership, including vocational education professionals, organize themselves in this area, the 'golden opportunity' for minorities will not be realized. And instead of opportunity, minorities will again be shortchanged. This sentiment was expressed at a time when several persons alluded to possible deals and arrangements between the Governor's Office and unions across the country to import workers in order to meet the labor shortage in Massachusetts. People felt that if networking activities are successful in developing an agenda for Blacks and Latinos in vocational education, and the support for such an agenda, that the importing of workers from outside of Massachusetts will not take place until the needs of minority communities in this state are satisfied.

ACCOUNTABILITY and QUALITY

Several speakers and discussants remarked about the absence of strong and consistent advocacy from minority communities regarding some of the issues discussed and impacting negatively on these communities. It was unanimously agreed that minority communities must raise a strong voice about issues of access and quality; if there is an absence of effective advocacy of minority interests in the area of vocational education, then accountability to these communities will not be strong.

Many participants felt that Black and Latino educators and civic leaders were not being included in sufficient numbers and in meaningful ways, in important policy-making arenas impacting on vocational education. In order to develop the accountability mechanisms necessary to ensure that vocational education programs and opportunities are utilized effectively, minorities must be an integral part of the adoption **and** implementation of vocational education policies. Towards the end of each of the formal sessions in Boston, Lawrence and Springfield participants stated that follow-up to these meetings would be important; the reason is not only

due to the significance of this topic, but also because there is a need to begin to hold public officials accountable for addressing issues and problems cited in the meetings.

It was reported by some that the history of vocational education programs in Black and Latino communities has generally been a negative one; many vocational education programs in these communities have been utilized as a 'dumping ground', and vocational education programs and schools have not been effective in motivating learning and preparing youth for work. How to prevent vocational edcuation programs from being utilized as ways to 'track' minority students was a major concern under the topic of accountability. Some speakers reported concern regarding the Boston jobs residency requirements; would they be retracted? This would represent a major setback for accountability of vocational education programs and the well-being of minority communities.

The need for additional research examining the effectiveness of various vocational education programs and approaches in terms of its effects on minority youth was cited. Discussion suggested that this kind of information was needed by Black elected officials, parents and educators, as a first step towards accountability. One person pointed out that this information is already available, whereupon the response was that it then should be shared and discussed widely, in order that the implications for changes in policy or practice

can be implemented.

The absence of a community-based lobbying group to advocate for Black and Latino interests in vocational education was cited; it was noted that such a group might also be important in the general area of accountability. The lack of involvement of major community based organizations in this area was criticized. Although it is understandable that community agencies are under many different kinds of pressures, and cannot take up all the necessary agendas of Black and Latino communities, there should still be some degree of involvement. Two points were being made under this discussion. The first is that, generally-speaking, community-based agencies may not be aware of the potential of formal vocational education programs as both an employment and pedagogical tool; but the second is that community-based agencies could play a major role in holding accountable those sectors responsible for preparing Black and Latino populations for work, or providing vocational education programs to these youth. A suggestion was offered for the creation of strong advisory committees in various areas which would play advocacy roles for the interests of Black and Latino youth.

The governance structure of vocational education schools was another factor related to the question of accountability and quality in these schools. It was pointed out, for example,

that the governance of the Hubert Humphrey Occupational Resource Center does not involve a separate school committee as is the case with the twenty-seven regionally-based vocational education schools throughout Massachusetts. This may be a factor in some of the problems that were perceived to be associated with the Hubert Humphrey Occupational Resource Center because it means that at times vocational educational goals and resources are sacrificed to other school system priorities. The separate school committees for regional or city based vocational education schools, for instance, may not have to choose between expenditures for pre-school versus vocational education activities, as may be the case with the Boston School Committee.

Some speakers were concerned about what they perceived as an apparent lack of sensitivity or response to issues raised by community representatives in these meetings. Specific questions here included, 'how can the the Governor's staff be held accountable to the concerns of minority groups regarding employment opportunities in the construction trades?, 'how can the unions be made more responsive, and perhaps more flexible regarding entrance requirements for apprenticeship programs?, and 'how can vocational educational programs be encouraged to deliver the highest level of quality instruction and services for all students, but especially in minority communities.? The comments of several participants

generated strong debate regarding these questions.

The debates revolved around whether the corporate community or the unions, or vocational education schools such as the Hubert H. Humphrey Center in Boston were sensitive to the concerns of minority citizens. Some participants expressed great concern regarding the insensitivity they perceived on the part of these sectors. Others challenged these perceptions, which according to this testimony, were based on mis-information, and also a lack of understanding of how complex is the goal of enhancing a minority presence in a vocational education school or programs, or in union-based apprenticeship programs. What was interesting about this discussion, heated at times, was how most viewpoints eventually converged regarding the need for accountability to the needs and concerns of minority citizens. The various mechanisms which might be availble for political and community accountability were considered critical by some for ensuring effective and quality vocational education opportuniites for Black and Latino youth. A first step in accountability, as suggested by one discussant, is the offering of testimony to the State Legislature regarding these issues. A report on the state of legislation and how such might be improved, and why, might be presented to key legislators and caucuses, such as the Massachusetts Black Legislative Caucus. The Deputy Superintendent of Vocational Education of Maryland suggested the exploration of

alternative ways of providing vocational education as a way of ensuring accountability to minority communities.

Another area of concern was the racial composition of the teaching profession in vocational education. It was raised as a query whether the fact that the teaching profession in vocational education is lily-white, could be adversely affecting Black and Latino students? The reasoning was that these students do not have enough role models among vocational education teachers, and that the attitudes of teachers may not be as supportive as in a context where the teachers and students share a common racial or ethnic background. Some participants raised questions about how teachers in vocational education or apprenticeship training programs are identified and recruited, and how such recruitment might be improved in order to impact positively on minority youth in terms of teacher attitudes, and role models. Utilizing 'old boy' kinds of approaches to the recruitment of vocational education teachers was perceived as having negative consequences for the possibility of enhancing a minority presence in vocational education.

Other participants felt that guidance counselors in the public school system(as well as teachers) must be educated about the potential of vocational education. Guidance counselors were viewed as a potentially critical and important source of information; but as a group they must be

made more sensitive and responsive to the needs of minority youth, and how vocational education could respond to such needs. This discussion led to the role that School Boards and Committees could perform in this area. There a perception among a majority of the participants that in Boston the School Department or School Committee is not paying adequate attention to vocational education. One person used the phrase, 'second-class' citizenship to describe the attitude of certain school administrators--and School Committee officials--towards vocational education. Many felt that accountability for quality programs could not be achieved if vocational education were not prioritized by the School Department leadership and the School Committee in Boston. Generally speaking, there was more praise for the relationship between local government, school boards and vocational education programs in places outside of Boston.

Questions were also raised about the kind of training minorities participating in vocational education programs were actually receiving. Much focus was directed at the situation in Boston due to the explosion of construction related jobs. Some individuals suggested that the Hubert Humphrey Occupational Resource Center may not be preparing an adequate number of minority youth for this kind of opportunity in the city. Minority youth in vocational education should be directed towards trades which would put them in a marketable position for years in this area. The

'tracking' of minority students into vocational education opportunities that may not be the most fruitful in terms of higher demand or higher paying occupations could result from self-selection, or the lack of monitoring of the choices of minorities interested in vocational education careers.

A few individuals also expressed concern about proprietary schools and private-sector programs which minorities are attracted to at times, in pursuit of vocational education. One individual suggested that such programs should be carefully monitored by the State Department of Education to ensure that no one, but in particular Blacks and Latinos, are not exploited by these efforts.

PEDAGOGY

Many participants felt that in Boston vocational education has been treated as a sort of step-child in terms of 'respectable' pedagogy. It was generally expressed, however, that there is not a philosophical or programmatic contradiction between vocational education and the kind of intellectual preparation which is presumably part of a liberal arts education. This idea was continually emphasized by vocational education administrators in Lawrence, Springfield, and other places outside Boston. This seems to be a major 'selling point' among vocational education administrators outside Boston. Vocational education can be approached as both a program of the 'practical arts', as well as the liberal arts.

Several persons pointed out on this matter, that the so-called 'debate' between Booker T. Washington and W.E.B. Dubois at the turn of the century, is no longer valid. Briefly, Booker T. Washington called for Blacks to be prepared and trained for manual arts, while W.E.B. Dubois urged the development of a 'talented tenth' schooled in the classical arts and committed to providing leadership for the Black community in this country. But as was pointed out by

many participants, today vocational education could be utilized in ways which would inculcate into students of vocational education the kinds of intellectual skills and insights which may be part of a traditional liberal arts curriculum.

Much excitement was expressed throughout these meetings regarding the successes of vocational education curricula and pedagogical approaches as a response to the high drop-out rates of Blacks and Latinos from public secondary-schooling. Several speakers identified ways in which vocational education may represent a relatively inexpensive innovation for impacting positively not only the drop-out rates of young Black and Latino students, but also increasing the level of motivation for learning. These statements were based on the experiences of speakers as teachers, administrators and former vocational education students, but also on a growing research and evaluative literature which indicates some very interesting findings on this matter.

Many participants expressed concern and dissatisfaction with the apparent conceptual separation between academic programs and vocational education. It was pointed out that vocational education programs could be and in fact are academically rigorou and innovative. A student in vocational education can receive a preparation for college which is competitive with that received by a student in the more traditional college

preparatory programs. Students in some vocational education programs, for example, are introduced to advance levels of the hard sciences such as physics and chemistry, and engineering. It was a general assessment in all the meetings, that a student in vocational education is not, ipso facto, denied the benefits of a more 'pure' academic curriculum.

Based on a growing literature on vocational education as effective pedagogy, some participants suggested that vocational education learning processes may be a way of both keeping more youth in formal schooling, and serving and preparing those youth who have dropped out of formal schooling processes. One concrete suggestion offered in this area was the exploration of program development which would offer the opportunity of vocational education to youth indicating an intention to leave a traditional academic program, or who have recently dropped out. This might involve an outreach effort inviting the recent drop out to re-enroll into a vocational education program. But efforts should also be explored which may reach the adult learner who may not have been successful in completing a certain level of formal education. This latter point was raised by several persons working with adults in various community agency settings.

RECOMMENDATIONS

The following general recommendations are based on the concerns and suggestions of the participants of activities sponsored by this Project. While these kinds of recommendations could be implemented in various areas across Massachusetts, they were developed primarily as a result of the major criticisms lodged against the Hubert H. Humphrey Occupational Resource Center in Boston. There was so much of an outcry regarding the perceived quality of vocational education in Boston, and the inaccessibility of vocational education for minority youth, and other minority populations, that the authors were virtually forced to develop recommendations that focuses somewhat on the situation with vocational education in Boston.

The purpose of these recommendations is to show what kinds of activities might be planned by various organizations, and including vocational education schools and programs, in order to respond to the five categories of concern described earlier. After these recommendations are presented and discussed, a few strategies will be highlighted as ones which might represent a continuation of this Project. The recommendations are organized and presented according to the five general areas of concerns raised by the more than 300 or

so participants under the sponsorship of the Project. This list of recommendations, while not exhaustive in terms of possible actions that could respond to the concerns raised, is quite extensive. The recommendations and strategies for action illustrate the broad range of concrete steps that can be initiated in order to begin to generate an increase in the presence of minorities in vocational education in Massachusetts, but also to begin to reverse what many perceive to be a deterioating quality of education at the Hubert H. Humphrey Occupational Resource Center.

It should be noted that the implementation of these recommendations does not require the creation or expansion of any bureaucracy. As the Project Director reported at a meeting of the Education Committee of the Greater Boston Chamber of Commerce on May 17, 1988 the discussions sponsored by this Project seem to suggest that the critical elements in enhancing the presence of minority groups in vocational education and improving the quality of vocational education in Boston, at least, is not necessarily more resources or more bureaucracy, but rather a question of a) how current resources are being utilized and, b) offering information and support to groups who might be able to provide advocacy for the interests of the minority community, and c)developing more effective accountability mechanisms for the state or quality of vocational education in Boston.

Access and Information

DEVELOP A SERIES OF COMMUNITY-BASED CAREER WORKSHOPS REGARDING OPPORTUNITIES IN VOCATIONAL EDUCATION FOR YOUTH AND ADULT LEARNERS. UTILIZE COMMUNITY-BASED AGENCIES TO IDENTIFY AND OUTREACH TO PARTICIPANTS; REPRESENTATIVES OF VOCATIONAL EDUCATION PROGRAMS SHOULD PARTICIPATE AS RESOURCE AGENTS.

TARGET COMMUNITY-BASED AGENCIES SERVICING BILINGUAL POPULATIONS AND WOMEN OF COLOR TO PROVIDE INFORMATION AND WORKSHOPS REGARDING OPPORTUNITIES IN VOCATIONAL EDUCATION. THIS WOULD ALSO INCLUDE DEVELOPMENT OF WORKSHOPS FOR INCARCERATED POPULATIONS

SPONSOR A WORKSHOP FOR BLACK ELECTED OFFICIALS REGARDING MAJOR ISSUES AND QUESTIONS OF ACCESS INTO VOCATIONAL EDUCATION, AS WELL AS PROVIDING INFORMATION REGARDING OPPORTUNITIES IN VOCATIONAL EDUCATION. PROVIDE INFORMATION ABOUT THE CARL PERKINS ACT AND HOW IT IS IMPLEMENTED AT THE STATE LEVEL

ENCOURAGE A SERIES OF MEETINGS TO IDENTIFY STRATEGIES THAT UNIONS COULD UTILIZE TO RECRUIT EFFECTIVELY PEOPLE OF COLOR INTO APPRENTICESHIP PROGRAMS.

PUBLISH A WIDELY DISSEMINATED ARTICLE OR NEWS RELEASES ABOUT SEVERAL 'SUCCESS' STORIES RELATED TO VOCATIONAL EDUCATION; THIS COULD BE A SERIES OF PUBLIC SERVICE TYPE OF INFORMATION OR PARTICIPATION ON A RADIO OR TELEVISION PROGRAM TO DISCUSS THESE SUCCESS STORIES; THE FOCUS WOULD BE ON MINORITY YOUTH.

SPONSOR SEVERAL TRIPS OF BLACK AND LATINO CIVIC LEADERS AND OPINION LEADERS, AND PARENTS OF VOCATIONAL EDUCATION FACILITIES ACROSS MASSACHUSETTS SO THAT THEY MAY WITNESS THE KIND OF EDUCATION WHICH OCCURS AT THESE KINDS OF SCHOOLS

SPONSOR A FORUM TO DEVELOP MODELS, AND TO STUDY HOW COLLABORATIVE RELATIONSHIPS BETWEEN VOCATIONAL EDUCATION PROGRAMS AT THE SECONDARY LEVEL AND POST-SECONDARY INSTITUTIONS CAN BE STRENGHTENED OR STARTED IN ORDER TO INCREASE MINORITY ENROLLMENTS IN BOTH SECTORS, SIMULTANEOUSLY

ESTABLISH A ONE-TIME 'CLEARINGHOUSE SERVICE' BASED IN A COMMUNITY AGENCY, OR A UNIVERSITY WHICH WOULD COLLECT INFORMATION AND REPORTS DIRECTLY OR INDIRECTLY RELATED TO THE PRESENCE OF MINORITIES IN VOCATIONAL EDUCATION; SUCH A 'SERVICE' WOULD PROVIDE 2 OR 3 PERIODIC REPORTS IN THE NEXT YEAR. INFORMATION WOULD BE COLLECTED NOT ONLY FOR THIS REGION, BUT ACROSS THE COUNTRY. THIS INFORMATION WOULD BE ANALYZED AND DISSEMINATED TO THE MASSACHUSETTS VOCATIONAL EDUCATION COMMUNITY, AS WELL AS TO OTHER SECTORS.

DEVELOP A WORKSHOP TO ASSESS THE STRATEGIES WHICH COULD BE UTILIZED TO RECRUIT BLACK AND LATINO VOCATIONAL EDUCATION TEACHERS

DEVELOP A RECRUITMENT AND INFORMATIONAL VIDEO IN ENGLISH AND SPANISH OF 'SUCCESSFUL' MINORITY STUDENTS IN VOCATIONAL EDUCATION; DISTRIBUTE THIS VIDEO, AND SPONSOR A WORKSHOP FOR COMMUNITY-BASED AGENCIES IN BLACK AND LATINO NEIGHBORHOODS

DEVELOPING A MEDIA CAMPAIGN UTILIZING POSTERS FOR BUSSES AND T STATIONS SUPPORTING THE IDEA OF VOCATIONAL EDUCATION FOR MINORITIES AND OTHERS; DEVELOPING CONCOMMITANTLY PUBLIC INTEREST SPOTS FOR RADIO AND TV STATIONS, PERHAPS HIGHLIGHTING SUCCESSFUL MINORITY STUDENTS IN VOCATIONAL EDUCATION

Accountability and Networking

SPONSOR A MEETING OF BLACK VOCATIONAL EDUCATION PERSONNEL IN MASSACHUSETTS, AND IN THE REGION TO MEET WITH REPRESENTATIVES OF THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF BLACKS IN VOCATIONAL EDUCATION(NAABVE) AND REPRESENTATIVES OF THE STATE DEPARTMENT OF EDUCATION; ASSIST IN SPONSORING A REGIONAL OR NATIONAL CONFERENCE MEETING OF NAABVE IN MASSACHUSETTS; ASSIST IN THE DEVELOPMENT OF AN ADVOCACY NETWORK OF BLACK EDUCATORS INVOLVED AND INTERESTED IN VOCATIONAL EDUCATION

EXPLORE THE POSSIBILITY OF AN ADVISORY COMMITTEE TO ASSIST VOCATIONAL EDUCATION SCHOOLS REQUESTING SUCH ASSISTANCE TO INVESTIGATE AND PLAN WAYS OF RECRUITING AND MAINTAINING A SATISFACTORY LEVEL OF MINORITY YOUTH ATTENDANCE; SUCH AN ADVISORY COMMITTEE WOULD REPORT TO THE HEAD MASTER OF A PARTICULAR SCHOOL AND THE STATE DEPARTMENT OF EDUCATION

SPONSOR A 'LEADERSHIP AND PROFESSIONAL DEVELOPMENT' WORKSHOP FOR MINORITY EDUCATORS AND COMMUNITY ACTIVISTS, VOCATION EDUCATIONAL PERSONNEL AND MEMBERS OF VOCATIONAL EDUCATION PROGRAMS ADVISORY COMMITTEES FOCUSING ON HOW VOCATIONAL EDUCATION MIGHT BE MADE MORE EFFECTIVE IN ATTRACTING POTENTIAL MINORITY FACULTY, AS WELL AS MINORITY YOUTH AND PARENTS; A JOINT EFFORT WOULD BE TO DETERMINE HOW VOCATIONAL EDUCATION CAN BE A PUBLIC POLICY 'GLUE' TYING TOGETHER EDUCATIONAL, AS WELL AS SOCIAL AND ECONOMIC CONCERNS

DEVELOP A SERIES OF WORKSHOPS FOR PUBLIC SCHOOL COUNSELORS AT ALL LEVELS IN ORDER TO PROVIDE TRAINING REGARDING THE POTENTIAL PEDAGOGICAL AND EMPLOYMENT POTENTIAL OF VOCATIONAL EDUCATION

INFORM CURRENT ADVISORY COMMITTEES FOR VOCATIONAL EDUCATION SCHOOLS AND PROGRAMS OF THE FINDINGS OF THIS PROJECT; DEVELOP MECHANISMS TO STRENGTHEN THE ADVISORY COMMITTEES IN LIGHT OF THE FINDINGS OF THIS PROJECT

Pedagogy

COMMISSION A CRITIQUE OF THE LITERATURE OF THE VARIOUS EVALUATIONS OF VOCATIONAL EDUCATION IN MASSACHUSETTS, AND AT PARTICULAR SCHOOLS AND PROGRAMS REGARDING THE PRESENCE OF MINORITY YOUTH AND PRESENT AT A PUBLIC SERVICE FORUM FOR EDUCATORS AND CIVIC LEADERS

CONDUCT A SURVEY OF MINORITY YOUTH WHO HAVE PARTICPATED IN VOCATIONAL EDUCATION PROGRAMS SUCCESSFULLY IN VARIOUS SETTINGS IN ORDER TO DETERMINE THEIR EXPERIENCES WITH TEACHERS, THE PROGRAM AND THE SCHOOL

INVESTIGATION OF HOW METHODS USED EFFECTIVELY IN VOCATIONAL EDUCATION MAY BE APPLIED TO TRADITIONAL ACADEMIC SETTINGS; SPECIFICALLY, DEVELOPING AND PROPOSING EXPERIMENTAL MODELS OF TEACHING IN SOME ACADEMIC SETTINGS OR EVEN AN ENTIRE HIGH SCHOOL WHICH UTILIZE STUDENTS WORKING TOGETHER ON PROJECTS, ALLOWING EXTENDED BLOCKS OF TIME TO ONE SINGLE, BUT COMPREHENSIVE TASK, AND UTILIZATION OF TEACHERS AS TEAM-LEADERS IN THE SUPERVISION OF THESE TASKS

EXAMINE MECHANISMS FOR LINKING TOGETHER EFFECTIVELY ADULT LITERACY PROGRAMS AND VOCATIONAL EDUCATION OPPORTUNITIES

STRATEGIES FOR ACTION

This section proposes five separate actions which could be implemented by the Project Team, and would respond to the various areas of concern described in this Report. These strategies for action emerge from the general recommendations listed above. The objective of each action is described, as well as what is the expected outcome at the completion of each strategy.

Strategy #1

Activity: Interviewing and surveying individually and in a group session Black elected officials in Boston in order to assess the kinds of structural, programmatic and legislative suggestions they would make to improve vocational education in Boston.

Objective: To develop with the support of Black elected officials legislative and programmatic strategies which may improve the quality of vocational education in Boston, and enhance the presence of minority youth in vocational education programs

Results: At the completion of this activity the State Department of Education will be provided with a report describing the strategies and initiatives preferred by Black elected officials regarding minorities and vocational education

Strategy #2

Activity: Planning and implementing a region-wide conference of minority vocational education personnel in Massachusetts and the New England region, and the National Association for the Advancement of Blacks in Vocational Education

Objective: To provide a forum for personnel in vocational education regarding the experiences of minorities in vocational education

Result: The publication of a Conference Proceedings on Minorities in Vocational Education in New England, covering the various presentations and papers on related issues and topics.

Strategy #3

Activity: Develop a 'mobile' career training workshop for executives and personnel working with clients in community-based organizations in Black and Latino communities; this workshop would be developed in such a way that it could be 'transported' from one agency to another in these communities.

Objective: To make community-based agencies in Black and Latino communities aware of the major issues relevant to minorities and vocational education, and to sensitize such agencies to the opportunities available; to enlist the support of community-based agencies in the recruitment of minority youth and adults

Result: An increase in expressed interest in vocational education opportunities on the part of Black and Latino citizens

Strategy #4

Activity: Offering a workshop to introduce and inform Boston public school counselors to opportunities for minorities in vocational education programs; developing mechanisms to assist public school counselors to identify potential students for admission into vocational education programs

Objective: To provide accurate and complete information regarding opportunities for minorities in vocational education to public school counselors, and to encourage this group to see this as a way of making them more effective professionals

Result: Greater number of inquiries regarding vocational education opportunities on the part of minority youth in Boston public schools, and the availability of accurate information about vocational education in public schools

Strategy #5

Activity: Develop a proposal for a TV program focusing on the minority experience in vocational education; this program would primarily have a Black audience

Objective: To make the Black community via a television program some of the major public issues facing Blacks in Massachusetts regarding vocational education

Result: Greater level of public awareness regarding some of the issues relevant to minorities and vocational education in Boston

Conclusion

As mentioned earlier, these strategies for action and general recommendations are not exhaustive; there may be other creative ways in which the concerns of the participants under this Project could be satisfied. The recommendations made here are also not necessarily 'one-shot' suggestions, but could be on-going activities over several years. The staff of the Project believe that if some of these strategies and recommendations are adopted and implemented effectively, then there may be a significant increase in the acknowledgment of the importance of vocational education in Black and Latino communities, as well as an increase in the number of minority youth expressing some interest in vocational education. This will lead to an important development; there will be a closer look at the quality of education being offered in various vocational education schools and programs by minority educators and civic leaders. The pressure for quality in vocational education will be very great in Black and Latino communities; this means that educators and civic leaders and parents will begin to ask more and harder questions regarding decision-making, allocation and utilization of resources, and the quality and profile of the teaching profession in vocational education in Boston, and Massachusetts.

An important expectation to be noted here, and based on what

some union officials have been stating about vocational education and Blacks and Latinos, is that the union community will want to cooperate very much with minority leaders and parents who are seeking to make vocational education 'work' for their youth.

This Project began with the theme that vocational education can be a creative and exciting 'public policy glue' tying together demography, economic needs of Massachusetts, and the educational needs of Black and Latino communities. We believe that this Project accomplished successfully the goals and objectives outlined in the beginning of the Report. The Project raised the awareness of the importance of vocational education in minority communities through various forums and meetings; it has started to bring together a network of individuals and organizations which could be the basis of renewed interest and attention to the role that vocational education can play in the economic development of minority communities, and in the improvemnt of the quality and relvance of education in these communities. And finally, the Project has resulted in several concrete strategies and recommendations, which if implemented effectively could begin to lay the foundation necessary to guarantee a significant presence of Blacks, Latinos and other people of color in the world of vocational education in Massachusetts.

The State in which we all reside and work in has a major

opportunity to propose a model of public policy which is effective and inclusive, and ties the needs and resources of various population groups and sectors to each other in complementary ways. Vocational education, if given more attention, could be an important key to this optimistic scenario; but this opportunity will quickly be lost, if either by lack of information, or inaccessibility to quality vocational education, communities of color do not play a significant role in the development of such potential opportunity. The Project Team hopes that this Report will represent an important step in ensuring that all the citizens of the Commonwealth understand the crucial significance of this proposition.